DOCUMENT RESUME

ED 047 410 08 EA 003 323

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TITLE Coordination of Organic Curriculum Development in the Public Schools in San Antonio, Texas. Final Report.
INSTITUTION Edgewood Independent School District, San Antonic, Tex.
SPONS AGENCY National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
BUREAU NO ER-8-0413
PUB DATE 30 Nov 70
GRANT OEG-708-00413-0056(085)
NOTE 34p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS Coordination, *Curriculum Design, Curriculum Development, *Disadvantaged Youth, Mexican Americans, Program Administration, *Student Centered Curriculum
IDENTIFIERS *San Antonio (Texas)

ABSTRACT

This document describes the efforts of program administrators to implement an organic curriculum in a San Antonio, Texas, high schcol. The chief program administrator coordinated efforts to develop instructional materials and curricular programs based on the experiences and interests of local Mexican-American and Negro students. Organic curriculum is a learner- rather than a teacher-centered course of study utilizing learning packages specifying behavioral objectives. Appendixes present a variety of materials developed in the course of the project. (RA)

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FINAL REPORT

Project No. 88210, Sec. 4 (c)

Grant No. OEG-708-00413-0056-(085)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS IN SAN ANTONIO, TEXAS

Lucille L. Santos
ES '70 Coordinator
Edgewood Independent School District
5358 W. Commerce Street
San Antonio, Texas 78237

November 30, 1970

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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FINAL REPORT

P.L. 88210, Sec. 4 (c)

Grant No. OEG-708-00413-0056-(085)

Period March 1, 1968 to June 30, 1970 Date of submission November 30, 1970

Name of institution: Memorial High School, Edgewood Independent School District

5358 W. Commerce Street, San Antonio, Texas 78237

Title of project: Coordination of Organic Curriculum Development in the Public Schools in San Antonio, Texas

Name of project director: Mrs. Lucille L. Santos

I. Major activities and accomplishments during contract period:

Edgewood Independent School District is very grateful to have been chosen to work in the ES '70 Program in March of 1968. During this time, a great deal of the innovative work done for Memorial High School can be attributed to the funds obtained thru ES '70 grant. Also, the entire school district over 24,000 students received benefit from this experience.

Memorial High School began to operate in its new building during the year of 1969. Much research for curriculum changes was done previous to the opening and the months that followed. In the appendix, the reader will find introductions to four of the curriculum guides prepared thru ES '70. The first being "Confluence of Cultures," the second "Humanities," a guide on the Mexican-American, and the fourth on the "Afro-American." It was strongly felt by faculty and students that curriculum material geared to our student population, of which the Mexican-Americans are the majority, was very muchly needed. In order to meet this need, these guides were prepared. (See appendix for introduction on above.) These locally-provided curriculum materials have received a great deal of recognition.

A proposal, under Title III, "Secondary Mexican-American Student-Teacher Retraining BESE-DPSC-ICB OE Proj. No. 68-06015-0," requesting funds for a research staff was submitted but not funded.

The ES '70 Director assisted in research directed by Dr. Idel Bruckman of St. Mary's University. This project entailed gathering data on future Memorial High School and other junior high school students for the purpose of identifying potential drop-outs. (See appendix for sample of results from Dr. Bruckman's study.)

During the course of this period, a student interview project was conducted with high school seniors to learn of their plans for the

immediate future after graduation. More specifically, it involved gathering data on the problems our seniors were finding in making plans to attend college and finding jobs.

Assistance was given in initiating a local Upward Bound Program for the students of the ES '70 School.

The ES '70 Director assisted representatives of the Inter-American Education Center in setting up our first bi-lingual program for the pre-school children in one elementary school as a pilot program. This was done in order to begin developing a bilingual program for grades K-12th. We now have this program in fifteen schools.

The ES '70 Coordinator worked very closely with the close-circuit Television Studio in our district in planning new Educational TV programs.

A new Driver Education program was implemented thru use of instructional television in the classrooms.

A great attempt was made to direct the school program so that it would be much more student-centered. Numerous meetings were held with students, teachers, administrators and vocational staff people to determine the interest and needs of our student body. The topics covered were many; such as: teaching methods and techniques, study periods, adequate use of visual aids, field trips, student activity, etc....Especially the student council officers were most valuable in determining the school program needed for the students of our schools.

An effort was made throughout this period to keep the Texas Education Agency informed of the Activities of the ES '70 School. Dr. Charles Nix and Mr. Walter Howard of the Texas Education Agency were the two agency staff members who worked closely with the ES '70 Coordinator.

Due to our membership in ES '70, we had the privilege of sending the Student Council President and a classroom teacher from Memorial School to the U.S. Office of Education Conference held in New Orleans in 1968. Also, we have sent various staff members, administrators, and teachers to summer workshops sponsored by ES '70, such as: in Duluth, Minnesota in 1968 and 1969, and one in New Jersey in 1969. These were very valuable with great carryover. The Superintendent and ES '70 Coordinator have attended the ES '70 Network Meetings.

A very interesting project sponsored by ES '70 was the "Lighthouse Project." The school library remained open every night from 7:00 to 9:00 P.M., staffed with three tutor-counselors and one librarian. All students were invited to participate in this Lighthouse Program. No formal classes were held. Self-study guides in math, science, language arts, and social studies were provided so that students could study at their own rate of speed. The science rooms were kept open for the students' use. Tutor-counselors were made available to assist students in their work or to just talk with them. SRA career kits were made accessible to the students. This was very successful.

The most popular project sponsored by ES '70 was the "Partnership Program." This was a school-community program which was a cooperative basis with the objective to orient the Memorial High School students about the community resources. It was to serve in raising the aspirational level of our students. It was determined that the main goal would be for the students to express their interests and then the Coordinator with community agencies would try to provide the Memorial High School students with experiences and first-hand information about the services, occupations, and pre-employment requirements of these particular agencies. For eight weeks, the classrooms for these students were not at the school but instead in the local industries, military bases, hospitals, etc. The students and staff wanted it again this year. However, there were no funds available.

A planetarium was planned for Memorial High School and for the community. However, funds were never available to make this a reality.

Conferences and plans were developed for Dial Access. However, this was not implemented due to your lack of funds.

A guide on "Careers " was developed and implemented in the classes of the future Memorial High School students. This was done because of the need to acquaint our students with possible occupations and the need to raise their aspirational level.

We worked with the representatives of Kansas State Texas College who were interested in submitting a proposal to the United States Office of Education on"Student Decision-making." The proposal was submitted but not funded.

Being that Memorial High School is considered a Model City school in our city, the ES '70 Coordinator has been able to obtain a great deal of equipment for the vocational department of Memorial High School.

The director and staff members subscribed to an extension course called "Behavior Objectives Extension Service," and also to "Sound Education Reports."

Edgewood Independent School District is one of fifteen independent school districts in Bexar County. There is a great deal of reason for educators and community leaders to be concerned about the possibility that Edgewood Independent School District students are not receiving equal educational opportunities. Due to the district's very serious financial situation, it affects the personnel and instructional programs. The ES '70 Coordinator was actively engaged in preparing research data in a comparative study between Edgewood Independent School District and Northeast Independent School District in San Antonio, Texas, at the request of the Texas Education Agency and State Senator Joe Bernal. This material is in file. It is felt that as a result of this and other studies, Texas Legislature will provide legislation to improve this situation.

Attended two meetings of the National Aero-Space in Washington, D.C. These conferences were most informative and helpful.

The ES '70 Coordinator took every opportunity possible to visit other schools and observe individual teaching, team teaching, vocational training, flexible scheduling, building construction, etc. The coordinator has been actively engaged at the local level in various educational community projects, such as: Upward Bound, Stay, Teacher Excellence, Best, Model Cities, Inter-Culture, etc.

In the new school, seminar rooms were provided for students' to use on an individual basis or in small group work. A very practical reading lab., visual aid, and math lab are also being used.

A proposal for working with drop-outs was developed and submitted but not funded.

We worked with representatives from Ohio State who conducted a survey on Vocational needs, attitudes, opportunities, school offerings, etc. Results of this survey were never received.

During the course of this time, the coordinator worked with St. Mary's University in planning a new educational program for teacher training with its objective to serve the needs of the Mexican-American students in a better way than has been done in the past.

With the assistance of specially-trained staff people, student packets were prepared for German II classes. Also, student packets for the Educable Mentally Retarded classes were implemented.

The course of study on Confluence of Cultures was revised and printed. After a semester's successful pilot program at the ES '70 school, this course is now being used in our two other high schools.

Presented talks and demonstrations to various community and school groups in our city.

A follow-up was conducted with last year's vocational graduated to determine the extent of preparation achieved by their high school vocational program. Also, this survey provided information concerning their present employment status, and other pertinent data, such as naming the weaknesses of their vocational training in their high school, etc. Antiquated equipment was one item mentioned by several.

Planned and conducted in-service meetings and workshops with the teachers in the ES '70 school to discuss common problems, teaching materials, techniques, innovations, etc.

Worked with Dr. Pat Graham of St. Mary's University and Mrs. Boone of Our Lady of the Lake College in San Antonio, in obtaining college students as teacher aides and tutors for our students. This experimental program went into operation October, 1969.

Organized an official student advisory commission composed of student leaders from the three high schools. The main purpose of this

committee was to involve students in decision-making and to seek their opinions on various issues and problems. This group continues to be very active. Everything from teaching methods to pant suits is discussed in these sessions.

In cooperation with St. Mary's University and Our Lady of the Lake College, we worked with forty-five college students and placed them in the classroom for six weeks to observe and assist the teachers. The main objective of this program was to acquaint the college students with the needs and interests of the Mexican-American students.

Under a Title I grant, we planned and implemented a program of "Youth Tutoring Youth." We designated twenty seniors from the ES '70 School and gave them an orientation program of three weeks. They worked in elementary classrooms and tutored primary school children in various subjects. They were paid for their services. We were overwhelmed with the interest and progress shown in this program. Professional counselors and para-professional parents were hired to assist in the direction of this program. Pre-testing and post-testing of the tutors was done. The results were most interesting because of the improvement shown in the tutors.

Through the Model Cities Program in San Antonio, a proposal on Drop-Out Prevention was submitted, a proposal for vocational equipment for the ES '70 School, and a proposal for computer terminal and card-punching machines. Everything was approved, except the Drop-Out proposal which is still pending.

We are still in the process of working with Our Lady of the Lake College on a Model Cities Project to set up a building with staff to offer various services field of cultural arts to the students in our area. This building will serve as an instructional center as well as a work area for our students who are especially interested in music, drama, or art. Dr. Stoddard from the Rockefeller Foundation was consulted on this project. So far, Our Lady of the Lake College has been unsuccessful in getting this project funded.

Assisted the Distributive Education Teacher in planning and setting up a learning laboratory which would give the simulated environment the students needed in retail services.

Prepared and submitted an application for an innovative vocational program for Special Education students. This included an application for funds to use in staffing, teaching equipment and physical facilities. We felt we needed to have a special building constructed for this purpose. The architect drew up on our suggestion, a very practical building on a circular basis with facilities for various work areas.

We worked with representatives from the University of North Carolina who conducted a survey with our Mexican-American students on "attitudes" at the ES '70 School. The results have not been sent to us as yet.

Attended all local, state, and national professional meetings that it was possible to schedule.

Worked with Mr. Carr from the Columbia Scientific Industries on a proposal on "Management for ES '70 Schools." Columbia Scientific was not funded.

Visited Beeville, Texas, high school vocational department which is very well equipped and administered. Also, visited Lockhart Junior High School where an outstanding program on academic-vocational work is merged to provide the student with work at his level and interest.

A proposal for conducting a summer migrant program in the ES '70 School was submitted and approved. Directed a very innovative program with students working in clusters and with no textbooks. Newspapers, magazines, audio-visual machines, physical education equipment, and art supplies were some of the main teaching aids. Active and enjoyable art, music, recreational, and field trip activities were provided on a daily basis. A very, very successful project.

In the spring of 1970, a proposal for a "Career Opportunity Program" was submitted and approved. Twenty-five graduating seniors from Memorial High School, the ES '70 School, were identified to be in this program which provides them with three years of college education, employment during this time in our school district as teacher aides, free tuition, textbooks, and tutoring assistance.

II. Problems:

Unfortunately, our school district understood at the time of the initial funding for the ES '70 Coordinator, that additional funds were forthcoming for implementation of ES '70 pilot programs and projects. This funding never became a reality. Needless to say, this was difficult to explain later to the community and local school administration policy-makers. While agreement was found for the ES '70 concepts and need for it to be implemented to its fullest extent, funds were not accessible much of the time.

III. Preliminary Findings and Events:

The Courses of Study locally.prepared geared to our Mexican-American students have been very well accepted and recognized. Many requests for copies have been received.

The guide on "Humanities" was chosen as one of the "most promising innovative programs in the State of Texas in 1970" by the Texas Education Agency. A demonstration of this project will be given in McAllen, Texas, on December 3 and 4.

The "Youth Tutoring Youth" has also received a great deal of attention. Inquiries have been received from various parts of the nation about this project.

It is felt that because of the various activities conducted thru ES '70, many more students are staying in high school, more are going to college, and, perhaps, their aspirational level is higher.

IV. Dissemination of Activities:

The ES '70 Newsletters were sent to local superintendents and principals. The Coordinator spoke and presented demonstrations to various parent, community, and educational groups. The local news media were most cooperative in writing up special projects and events.

V. Publications:

Careers, an activity-centered course of study for Junior High.

The Confluence of Cultures, an activity-centered course of study for High School.

Humanities, a student and activity-centered course of study for High School.

The Mexican-American in the History of the United States

The Afro-American in the History of the United States

(See excerpts of some of the above in the Appendix.)

VI. Capital Equipment Acquisitions:

None

VII. Staff Summary:

Name	Title	Funds
Lucille L. Santos	ES '70 Coordinator	Federal-Local
		$21,976.42-none
		$21,976.42

Period Employed:	% of Time
March 1, 1968 to June 30, 1970	100

VIII. Future Activities Planned for Next Reporting Period:

The contract has terminated; however, the need and responsibility for new and improved programs for our students is still very evident. Therefore, we will double our efforts.

IX. Certification:

Jane A. Carleson
Signature of Contract Officer

November 30, 1970
Date

Lucille L. Sato
Signature of Project Director

November 30, 1970
Date

APPENDIX

Explanation of Afro-American In the History of the United States,

an ES 70 Project:

This curriculum guide -- an outline of the history of black Americans -- was designed as one small effort toward meeting a serious and urgent need in our schools. Our history books have been somewhat myopic about many of our citizens' existence. Yet as almost all educators agree, an essential step for individual development is the growth of self-esteem and dignity that comes from participating in a valued social context. We believe that the perception of black Americans' experiences throughout most of our history has not been productive of these positive feelings. Ignorance was often the explanation for these mistaken perceptions, but, also, it was to the advantage of the master that the image of the slave be one of inferiority. Unfortunately, many whites (and even some blacks) today retain the idea of Negro inferiority and thus transmit that feeling to new generations of children of both races. The problem goes on and on, becoming more bitter with each decade.

It is our aim to present to both black and white students an accurate account of our black citizens' background. We feel that this history, excepting the period of tragic enslavement, provides evidence that the culture of the Afro-American is one in which all Americans can take pride.

While this guide is a study vitally needed by black Americans, it is equally needed by other Americans as well. A stronger America will develop when there is better understanding of all her citizens. This understanding and appreciation for diversity should be instilled in all of us, whatever our race or culture.

No single guide can cover completely the many important events that have affected Negro Americans or the contributions made by them to the growth and culture of our nation. It is hoped that the conscientious teacher will make use of the bibliography provided for each unit. Only in this way will he be prepared to offer the necessary information to supplement the textbook. In the same manner, each student must be encouraged to attempt outside readings and individual research in areas of his interest.

It must be emphasized that these are experimental materials. They were primarily developed for the purpose of involving the individual student in the learning process, with the emphasis shifting from that of teacher predominance to class participation. An equally worthy role of this course of instruction is to help our students develop an appreciation for Black culture and the many contributions which Afro-Americans have made to our society. Three basic end-objectives were conceived for the student; factual retention of historical data is necessary but probably the least important of the three; topical organization of overall material and conceptual summarization of general ideas and relationships are the goals to which the teacher should orient himself. Hopefully, the structure of the guide and the suggested activities at the end of each unit will enable students to broaden both their perspectives and their verbal skills on completing this study project.

Mrs. Lucille L. Santos
Program Coordinator, Educational Systems for the '70s Program
Edgewood Independent School District

An Explanation of the Mexican-American Guide, an ES 70 Project:

Today's social sciences curriculum places increased emphasis on understanding the role and historical background of America's minority groups. Crucial to this aspiration is the need to know about the varied cultural heritages of the different peoples of America. Most United States History textbooks continue to reflect the orientation toward Anglo-Saxon settlement on the Eastern Seaboard and the conquest of the west by this culture which originated in the original thirteen colonies. The contributions to the settlement and growth of this country by indigenous Americans, non-British Europeans, and Africans are all too frequently ignored, or, at best, barely mentioned.

This neglect of the achievements of certain ethnic groups in the United States has led to their downgrading, not only in the eyes of many Anglo-Americans, but also in their own minds. The current emphasis on the importance of minority studies is a partial attempt to remedy this educational short-coming. Self-esteem and pride at the accomplishments of one's cultural background is an essential factor in the developmental process of the individual child. Such self-esteem can be enhanced through the formal study of one's heritage, as is reflected in our traditionally Anglo-oriented curriculum. The non-Anglo minority child deserves an equal recognition by the public school system of his culture's contributions to what we carelessly label the "American" way of life.

Perhaps of even greater importance for our society today is the need of the majority group to learn about and to appreciate the accomplishments of America's minorities and the part they have played in the development of the United States. This nation is composed of many diverse groups, and each must recognize the worth of the others, growing toward a recognition of the rights and values of all the elements in our society.

This curriculum guide is an attempt to outline the history and current situation of Mexican Americans, the second largest minority group in the United States through an examination of their past experiences in this continent. It is important to remember that up until the mid-19th Century, this "minority group" was the dominant cultural and political force in what is today's southwestern United States. Only with the westward expansion of Anglo-Americans, culminating in the 1848 Treaty of Guadalupe Hidalgo, did the majority and minority groups suddenly exchange social positions. The resultant tensions and prejudices created by this history are still with us over one hundred years later.

It is our conviction that only through a dispassionate study of the role that all cultures have played in our country's development can such prejudices be eliminated. Hopefully this guide will be of assistance to social studies teachers in their efforts to assist students in this direction.

The guide is organized to encourage a student-oriented learning process, rather than the more traditional approach which is dominated by the teacher. The suggested activities and recommended materials should be of help to the committed teacher in directing students toward a broadening of their historical perspectives and increased verbal skills on completion of this study project.

Mrs. Lucille L. Santos
Program Coordinator, Educational Systems for the
'70s Program
Edgewood Independent School District

An Explanation of Humanities Guide, an ES 70 Project:

The development of Humanities 7 for the Edgewood Independent School District focuses attention on what it means to be human. It is proposed as a coalition with the basic concepts of language study as outlined in the TEA Bulletin 617. Branching into human values as they are found in literature, music, drama, painting, entertainment, and all other aspects of human affairs, the course begins with the student himself.

Following the familiar learning pattern of moving from the known into the unknown, this Humanities Course-Guide begins with the immediate environment of the home and well-known folklore and customs of the community. Each student is guided to explore his own family background and heritage. With this exploration will come feelings and values which the student can trace back through the centuries as having been common to all men. How and what humans communicate will be viewed through the impact of all media: unwritten family traditions and folklore, books, newspapers, radio, television, art, music, architecture, films, etc.

Consideration is given to the fact that Edgewood students are of three distinct ethnic backgrounds--about ninety-two per cent Mexican-American, two per cent Afro-American, and six per cent Anglo-American. Teachers for the course likewise represent these three origins with their cultures and backgrounds. This course intends to reach out and back into a wide sweep of cultures and nationalities that have helped to bring us where we are today.

Because there is no state-formulated humanities course-outline, the following Humanities Guide is offered for Grade 7 students. It is felt that such a course will meet the individual pupil's need for a humanizing insight into his own feelings and values, as well as into the cultural differences he sees around him. The final aim of each person's life is to overcome some of the hazards of his environment and to achieve a measure of human dignity and happiness through his own efforts or from those of his family, tribe, or community. Reaching toward this goal brings the student to ask two questions:

WHO AM I? WHAT IS VALUABLE TO ME?

The objective is to help students understand that HUMAN refers to a single being among all the people that make up society. It relates relates to the endless stream of men with the same needs and dreams for body, mind, and soul. Dr. Melvin Tumin* of Princeton University states that courses should offer opportunity to the student to feel, sense, and absorb what is valuable to him. They should allow him to react to the subject matter, not only with a notion of passing or failing in the course, but also with a thorough understanding of the material presented.

As educators, we have the opportunity to offer this chance for development, for it is the educational process used by the teachers which determines success or failure. A pupil should be reasonably glad to be in a class for what the subject does to him. Curriculum is good or bad depending on WHAT IT DOES TO THE LIFE OF THE STUDENT? and to what extent it moves him, his family, and his associates toward a better existence.

A question to ask is: What opportunities can we offer to students that will start them on the way to achieving their highest potentials?

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*Image of the World of Work. Vol. I, Appendix R.

This question can be broken into smaller ones:

(1) What opportunities can we provide for students to explore and discover basic human values?
(2) How can we provide personal experiences which will enable students to find values in what they FEEL, HEAR, SEE, SMELL, TASTE, TOUCH, or MAKE that will cause them to "yearn to learn?"
(3) How can we guide our students toward goals which will provide pleasure and lasting happiness?
(4) How can we help them to understand themselves, the world of nature, God, and man?
(5) What values shall we present which may help their behavior respecting other human beings?
(6) How can we guide them to commit themselves to a goal which will bring them nearer to reaching their potential?
(7) What technical abilities do we encourage the students to develop so that they may be able to earn a livelihood?

Now we are ready to ask: What is it that we can offer a student in the way of teacher-behavior, student-behavior, materials, experiences, and supporting school-community resources that will enable him to appreciate DESIRABLE BEHAVIORAL OUTCOMES that will help him find and hold values of lasting worth? Thus we approach curriculum development: How can we help every child discover himself, to know what it is he values and why?

Teachers and students should be continuously making systematic evaluations to determine if what they are doing is affecting students for the better--moving them to a higher goal. It would seem, then, that in the area of humanities we should be aiding students in their understanding of and their ability to discuss topics like the following:

(1) The family, the community, the world are interdependent.

(2) "Life is a continuing series of questions, the solution of which generates new problems in its wake," (pollution of air and water from manufacturing and oil-refining, garbage and sewage disposal from cities, etc.

(3) The choices a man makes reveal what he values.

(4) What happens in any one aspect of society--such as inflation or depression, turning to or away from religion, getting or missing an education, having war or peace . . . seriously affects all other aspects of life.

(5) The individual is a unit in society, and as such, is a system of interdependent parts himself; consequently, a happening in any ONE part of his life affects his whole being and sphere of living.

(6) A person (student) is himself the effective agent of his own destiny (he advances or degrades his destiny by the choices he makes to do or not to do something).

(7) Each person shapes his own history and "makes himself".

(8) The identifiable characteristics of different cultures are reflected in an intelligent study of literature, art, and music.

There is no single best textbook, outside the Bible, that will convey these understandings for all people. Yet there are many resources which creative teachers can devise that will help students of whatever capability move toward their best expression of human nature. Alternative ways to get at the same goals must be sought continually. Lastly, both the curriculum and the teacher should be considered "organic" and growing, relevant to the desirable human values for each student's goals.

Purpose:

The purpose of this class is to give students a deeper insight into what it is to be human by investigating the needs and achievements of man. If living can be defined as a process of problem-solving, then the student's first step is to gain a measure of self-esteem and respect of others in his effort to answer WHO AM I? The students' learning of the important concepts upon which human values are based should enable them to deal more realistically with their own personal problems along with the questions and values which

all people have. In the Proverbs of Solomon it is found that "Self-reverence, self-knowledge, self-control: these three alone lead life to sovereign power," and "Wisdom is the principal thing; therefore, get wisdom: and with all thy getting get understanding." (Proverbs 4:7) The student has already shown wisdom by staying in schdol the past seven or eight years; in Humanities 7, it is hoped that he will gain wisdom, understanding, and knowledge.

TO THE TEACHER:

This curriculum guide is given to each Humanities 7 teacher to aid him in making his weekly plans and in selecting units of study which should help students appreciate the cultures, values, and contributions of people of other countries as well as ethnic groups other than their own.

The guide is divided into many units, but no specific time length is even suggested for any unit. It is up to the teacher's initiative and ingenuity to add supplementary materials, field trips, and other interesting activities which will involve all students and make the course interesting to them.

In the guide, no space is given to new vocabulary words because there may be different levels of learning in groups assigned to each teacher. It is, then, the responsibility of each teacher to present new words (which he will select when pre-viewing each unit to be studied) for vocabulary development. Such preliminary study can be used to stimulate interest in the new unit and will challenge the intelligence of the group.

The Major Concept (learnable idea) upon which this course of study is based:

The study of humanities focuses attention on what it means to be human through our heritage in literature, poetry, music, art, philosophy, history, architecture, drama, and dance. Thus, we are led to better understand ourselves and those around us. We come to a deeper appreciation of the meaning of life; we are better able to make wise personal decisions, have more insight into vocational opportunities ahead and develop an appreciation of the cultural aspects in our own community.

During the course, students should be able to realize that they have attained some deepening insights into the questions: WHO AM I? WHAT IS VALUABLE TO ME?

A. All courses of study as we know them--science, mathematics, history, and humanities etc., are inter-related. Such studies have grown out of man's needs which yield to scientific investigation resulting in inventions and civic development.

B. The study of Humanities awakens the student to human achievements and contemporary conditions---WHERE WE ARE and WHY WE ARE HERE.

C. Avenues to vocational choices might be brought to the students' attention as they view the wide scope of humanities and related arts and sciences to find avenues expanding into the world of work. This study could be a means of students' finding a tentative answer to the question: What do I want to become?

Minor Concepts

1. An inquiry into the lives of men in ancient times (history) will help students to understand better who they are and where they are.

2. The study of religions will acquaint them with the moral and spiritual values of different societies in their quest for the answer to why we are here and where we are going.

3. Philosophy will acquaint them with the great ideas of man that preceding generations have used as stepping stones to ever-greater achievements.

4. Understanding music in all its forms gives the student an appreciation that makes life more joyous and worthwhile.

5. Studying drama helps the student to understand what it means to be human and to see that their own lives are a drama in miniature.

6. A study of art leads students to see beauty in the world around them and may invite them into creative activities.

7. Exploring literature and poetry helps the student to understand better the human condition of the times represented.

8. Understanding dancing as a natural human activity gives the student an appreciation of the feelings humans express in rhythmic movement.

Mrs. Lucille L. Santos
Program Coordinator, Educational Systems for the '70s Program
Edgewood Independent School District

Explanation of Confluence of Cultures, an ES 70 Project:

The most fundamental emphasis of the Educational Systems for the '70s Program is that the process of learning, rather than the specific garnering of detailed information, is to be stressed. In addition, it is important to adapt not only the subject matter, but also the learning methods themselves, to the needs and capabilities of the individual student. One of the primary hopes of this particular approach is to increase the experience level of students by exposing them to a wider variety of concepts,facts and outside resource materials.

A prime objective of this course, "The Confluence of Cultures in the Americas", is to develop a better understanding by the student of his own cultural heritage by studying the various elements that have merged to form the cultures of the countries in the Western Hemisphere. By this means, it is hoped that empathy will grow for all the varied and complex cultures to be found throughout the world, but with a special appreciation for the countries of Latin America. A familiarity with geographical terms and concepts is essential for today's student, and this can only be acquired through frequent applications of them to different regions. Thus, in addition to developing basic research skills in the field of social studies, the student acquires accurate information about the earth's physical environment and its peoples.

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In its usual context a "confluence" is a flowing together of streams or a place where two or more streams meet, blending into one. Guided by the theme of San Antonio's World Fair, HemisFair '68, this innovative course in World Geography and Cultures seeks to apply this definition to the streams of culture which began in Africa, Asia and Europe and which merged with the indigenous cultures of the New World to form the patterns of society that have evolved in North, Central and South America.

A. Man, Environment and Culture

Implicit in the study of geography is a valid geographical method of viewing the elements of the world together in their spatial relationships. Geography, in its broadest sense, concerns Man and Land (land being thought of in the widest sense as the physique of the earth's surface in all its aspects -- terrain, water and air). As the noted British geographers, Woolridge and East, emphasize, "It is in bridging the gap between physical and human phenomena that geography finds its distinctive role." Therefore, we are first concerned with "environment" -- Physical Geography, which generally divides itself into three basic areas of study: land, water and air. Yet, this is only Man's natural or physical environment; we are also very much interested in his human or cultural environment.

Culture can be regarded as another type of environment in which a child matures. In this sense, culture is a kind of insulation between the child and his physical environment. Culture penetrates both into the child as a person and also into his natural environment, changing both. Accordingly, the way in which children are cared for and trained in different societies depends very largely on the types of adults they encounter as they are growing up; but these adult personalities are variables of the way in which the adults were reared. Thus, we are confronted with the influence of "culture": certain patterns of action, feelings and thought, as well as the concrete objects or artifacts used in these activities, that are passed on from generation to generation within a society, always differing slightly in generational and individual perception, yet possessing a recognizable pattern.

This pattern depends on the emotional and the concrete manifestations of people's social environment and their use and understanding of their physical environment. The relationships between these two dominant environments, the physical and the social, as they vary throughout the world, are the major concern of this course.

Particularly in the realm of human geography of the Western Hemisphere, the student is faced with a bewildering diversity of terrain, peoples and cultures. One means of organizing this information in order to help students appreciate its complexities is to focus on a simple analysis of social groups.

Because the behavior of an individual is free and therefore unpredictable, the social sciences are primarily dedicated to the study of aggregates or groups of peoples. There are at least four basic types of social aggregates of peoples: (1) collections; (2) groups; (3) societies; and (4) civilizations.

A collection is simply an aggregate of individuals which has no established pattern of relationships and with no aims or purposes beyond those of the individuals who compose it. Such individuals come together casually in time and place, e.g. a group riding on a bus.

A social group is an aggregate of persons who have had relationships with one another long enough for these to have become customary, and for the individuals to regard themselves as a unit within well-defined limits. Thus, its members can identify who is and who is not a member of the group; however, these members still have the major portion of their total relationships with persons who are not members of the group. Examples of groups might include a geography class, a football team, a church, a political party or a nation-state.

A society can be defined as a group whose members have more relationships with one another than they do with outsiders. Thus, a society forms an integrative unity, and it has a culture. A group does not have any culture of its own; the culture of a group is the culture of the society in which the group exists.

Similarly when one considers modern political units, wuch as the state or nation, it can be seen that most of them are not societies but rather political groups because their members' relationships with one another are primarily political and social, while their religious, intellectual and economic relationships occur in a much broader context. Such political units form patterns of member relationships which are much more dispersed and complex than can be defined by simple national distinctions. For example, which political unit can exclusively "claim" Christianity? industrialism? democracy? humanism?

In examining numerous societies, two different types can be distinguished: (1) parasitic societies and (2) producing societies. Parasitic societies are those which live from hunting, fishing or gleaning. They actually decrease the amount of wealth in the world through their economic activities, rather than contributing to it. Examples of such parasitic societies would include the Sioux and the Eskimos. Producing societies, on the other hand, live by agricultural and pastoral activities. They attempt through these economic activities to add to the wealth of the world. The Zuni, the Chinese and the Germanic tribes are examples of producing societies. Throughout history, Man has primarily been a parasite on earth; it was only with the discovery of the techniques of agriculture and domestication of animals less than ten thousand years ago that it became possible for Man to be a producer. Thus, there have been many more parasitic societies than there have been producing societies.

The most complex societies of Man are those we term civilizations. The basic definition of a civilization is a producing society which has writing and city life. In addition to these two fundamental elements, a civilization usually includes the following characteristics:

1. an improved technology
2. a formal political organization
3. a surplus of food which supports those not engaged in agriculture
4. a society organized into classes, some of which have enough leisure for non-utilitarian purposes
5. a formal religion or moral code

A look at history shows that there have been a great many parasitic societies, a much smaller number of producing societies, but very few civilizations; according to the above definition, there have been perhaps not more than two dozen civilizations. These can be divided for analytical purposes into three groups according to the carbohydrate plan which they produced as their energy food. There were three such foods: maize, rice, and grain (wheat and barley).

In the Maize Group were two civilizations: (1) Andean Civilization, which began about 1500 B.C., culminated in the Inca Empire, and was destroyed by outside invaders about 1600 B.C.; and (2) Meso-American Civilization, which began about 1000 B.C., culminated in the Aztec Empire, and was destroyed by similar invaders about 1550 A.D.

The Rice Group contains at least three, and perhaps as many as six, civilizations. Sinic Civilization, which developed in the valley of the Yellow River after 2000 B.C., culminated in the Chin and Han Empires after 250 B.C., and was largely disrupted by Ural-Altaic invaders after 400 A.D. From the disintegration of this civilization emerged two other civilizations: (1) Chinese Civilization, which began about 400 A.D., culminated in the Manchu Empire after 1644, and was destroyed by European intruders in the period 1790-1930; and (2) Japanese Civilization, which began about the time of Christ or a little earlier, culminated in the Tojugawa Empire after 1600, and may have been completely disrupted by Western intruders in the century following 1853.

The earliest civilizations are to be found in the Grain Group. This group is considered especially important because it contains, in addition to the first civilization to come into existence, a much larger number of civilizations, seventeen as one estimate. The first peoples to have agriculture, thus forming the earliest producing societies of history, are sometimes called the Neolithic Garden Cultures or the Painted Pottery Peoples. The earliest civilizations developed out of these societies.

To deal effectively with the true Confluence of Civilizations in the Americas, one must recognize the tremendous conflict that was generated when this Western Old World civilization journeyed to America in the fifteenth and sixteenth centuries, there confronting the highly developed civilizations of Meso-America and the Andres. During the subsequent centuries of turmoil, an eventual "blending" or confluence emerged, which was augmented by indirect influences from Islamic Civilization and Asiatic Civilizations in their contacts with the West. Of prime importance were the various African societies that contributed so much of both their people and their culture to the New World countries. The result is the rich variety of environmental, ethnic and cultural elements involved in the development of what we today call the "American peoples."

To: Southwestern Educational Development Laboratories

Final Report of Bruckman Study

I. The Relationships Found Among "Ethnicity, School Success and Expectations (Hope)"

In our report of February 24, 1968, we noted that the ethnicity questionnaire was "essentially validated" or, at least its "relational fertility" to expected variables confirmed. Continued analysis of the data bears out that the more highly ethnically-oriented the child (high score on the ethnicity questionnaire which represents adherence to Mexican-American value orientation), the lower his school grades, the less likely he is to participate in extra-curricular activities, the lower his expected and ideal aspirations, et cetera.

TABLE I

SUMMARY OF THE PROBABILITY LEVELS BETWEEN PREDICTOR VARIABLES AND CRITERION VARIABLES*

CRITERION VARIABLES	PREDICTOR VARIABLES	PROBABILITY LEVEL
Ethnicity	Rosen scale	.0000
"	Expected vocation	.0012
Expected Vocation	Wished Vocation	.0000
" "	Ethnicity	.0039

Further, as can be noted in Table I, using the Bottenberg-Ward Multilinear Regression Model, we found additional substantiation of the close relationship between ethnicity

*Gratitude is expressed to Mr. William C. Stacey, graduate student of St. Mary's University who prepared and analyzed Table I.

level and expected vocation. (Among the greatest predictors of ethnicity level is the child's expectation of his future vocation; similarly, ethnicity level is one of the greatest predictors of the child's vocational expectations.)

In other words, one might say that the more highly oriented to the traditional Mexican-American value system, the less the child "belongs to" and is serviced by the existing school system. The findings verify that modifications are urgent if the child is "to be given a chance" to fit into and to succeed in the school situation and to emerge with a self-concept strong enough to enable him to aspire and to achieve.

II. Findings Pertaining to Migrant Children

As noted in Table IIA, the most outstanding finding regarding the migrant children is that as compared with the other children in our study (all Mexican-American), the migrants reveal the highest level of achievement motivation. This finding is consistent with the tendency in this direction noted in our previous report and also with the findings reported by Brother Naegele in his report to the Laboratory, "Specific Recommendations Conducive to Increased Parent-Teacher Interaction in Schools Attended by Children of Migratory Laborers" (pg A5) as well as other data mentioned in the Naegele report pointing to the regularity of school attendance of the migratory child.

The finding of greater achievement motivation in the migrant as compared with the other children in the study is especially interesting in view of other data, such for example as that of a statistically significant difference in level of father's educational attainment. The father of the migrant child shows the lowest level of educational attainment as compared with both the total group and the dropout, and yet (contary to the usual achievement motivation findings) this lowered parental educational attainment does not bear inversely upon the child's motivational level. Further exploration is indicated to ascertain whether

migrant parents are more achievement-oriented than the other parents of whether the higher level of motivation found in the migrant children results from their increased exposure to a broader spectrum of life.

III. Findings Pertaining to Dropouts:

The findings with regard to the dropouts did not confirm our most important hypotheses. No statistically significant differences were noted between the dropouts and the total sample with regard to the important variables of achievement motivation, Rosen score, and ethnicity.

As can be noted in Table IIA and IIB there are statistically significant differences (in the expected directions) for the dropout to have a lower grade point average and a lower reading level, as well as for him to be older in grade than the non-dropout. Also there is a significant tendency for the dropout to have siblings who were early school leavers more often than for the non-dropout. The dropouts' home (like the migrants') tends to be one where the language of the house and the language spoken to the parents is Spanish rather than English; with regard to participation in extra-curricular school activities, the dropout tends "to belong" more than the migrant child but less than the other children.

The most outstanding distinctions between the dropouts and the non-dropouts is in the realm of aspirations. As noted in Table IIA there is a statistically significant tendency for the dropout to have a lower level of expectancy of future job level than the non-dropout and a tendency (10% level of significance) to have a lesser

"ideal" or "wished for" future vocation.

Essentially with regard to the comparison of drop-outs and non-dropouts the most important original contribution of the present study might be seen to be the findings on aspirations. The child who drops out of school early is one who not only has achieved less but also expressed a minimal vocational level as his expectancy in life.

TABLE IV

COMPARISON OF "WISHED FOR" ASPIRATIONS
OF OUR RESEARCH POPULATION - (MEXICAN)
WITH THOSE OF STEPHENSON - (NEGRO AND ANGLO AMERICAN) *

Occup'l Categories	OCCUPATIONAL ASPIRATIONS: (Our Populn) / Anglo-Amer.	Negro	Mexican-Amer./
I.	.64	71%	.16
II.	.09	.03	.11
III.	.14	.13	.33
IV.	.08	.9	.12
V.	.05	.4	.25
VI.	---	.1	.02
	(N=833)	(N=70)	(N=1301)

Chi Square: Anglo-American and Mexican-American:
548.90 + Sig. @ .001

Negro and Mexican American:
120.3 + Sig. @ .001

The comparison of our data with Stephenson's reveals a similar, statistically significant inferiority of the Mexican-American expected vocation when compared with those of the Negro and Anglo-American child.

The picture is one of low aspirations, low expectations. Referring to the first section of the present report, it is noted that the observed low levels of vocational aspiration and expectation are compounded by the absence of indicia of acculturation. The more one is seen to adhere to traditional Mexican-American attitudes and values, the less hope he has for himself, the less promise he sees for himself in the vocational structure.

*Tables III and IV were prepared by Captain David L. Payne, St. Mary's University Graduate Student.

IV. Findings Pertaining to Aspirations:

As was discussed in the February 24, 1968 report, aspiration must necessarily preceed achievement. The low level of expected and "wished for" vocations noted in the present study are enumerated in Table III.

TABLE III

DISTRIBUTION OF
"WISHED FOR" AND EXPECTED ASPIRATIONS
IN OUR RESEARCH POPULATION*

Vocational Categories	% Selected Wished For Asprns	Expectations	Father's Vocation
I. (Highest Level)	.16	.08	.004
II.	.11	.09	.003
III.	.33	.33	.03
IV.	.12	.13	.13
V.	.10	.15	.29
VI.	.17	.22	.38
VII. (Lowest Level)	.02	.005	.15
	(N=1300)	(N=1311)	(N=1186)

Comparison of the "wished for" vocations of our research population with those expressed in a nation-wide sample of Negro and Anglo-American children*[1] reveals, as noted in Table IV, that the Mexican-American child expresses the lowest level of "wished for" vocation, the lowest level of ideal or dream vocation.

[1]Stephenson, R.M. "Mobility Orientation and Stratification of 1,000 Ninth Graders," American Sociological Review, 22, (April 1957),(Pg. 160)

DISCUSSION PERTAINING TO ASPIRATION:

The desperately low level of aspiration and expectation underscores again that without changes in the present system the tragic waste of potential in the Mexican-American child will repeat itself in the coming generations.

It has been pointed out that the Mexican-American has shown less inter-generation mobility than any other minority group in the United States. The data in the present study indicate that the ingredients are present for a continuation of the same static condition. It is suggested in the present paper that "motivation" and specifically "motivation for vocational mobility" cannot exist in the absence of hope. Of all our findings, one that is most statistically significant is the relationship between aspiration -- that vocational level of which the child dreams -- and expectations -- that vocational level that <u>in reality</u> he expects might be available to him. At present not much is available, not much is expected; not much is aspired for, and consequently, not much will be achieved in terms of raising the socio-economic level of the child over that of his parents!

Changes are possible, and the school has an important role to play in the process. The school must first of all, be accepting -- truly accepting of the child as he is, for only then can the child have the ego-strength, the self-concept that enables him to grow and to change. There are

two factors which largely determine the development of the child; these are intertwined and inseparable: one is the self-concept of the child; the other is the expectation that others (such as teachers) have of one. If the self-concept and the level of expectation are high, the child will grow, will expand to fulfill the promise; if not, he remains forever dwarfed.

The child's dream -- and his resulting attempts to actualize his dream -- will largely reflect the reality made possible by our vision of his potentiality.